**The Core and MORE Instruction Checklist**

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| **The CCSS Standard:**  **The Envision Lesson: 17-5** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| * Ask the students “Where in everyday life might you want to find the area of an object?”   + Discuss answers and review finding the area of a rectangle and parallelogram. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   * Reinforce the use of the words **perimeter** and **area**. Also review **pi** with the students. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  \*\*We suggest doing the representational activity before doing the concrete activity\*\*   * Use a parallelogram as demonstrated on page 442 of the Teacher’s Edition to concretely demonstrate the area of a circle. Paste into math journals and use questioning to extend the activity and help the class reach the equation A=πr2 * Go over some guided practice problems and #’s15 and 16 from the problem solving found on pages 442 and 443. Do guided practice on white boards for quick check of understanding. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*   * Pass out the recording sheets found in the Topic 17 Masters (page 47). Have the students work with a partner to estimate the area of a circle by counting the squares within the circle.   + Ask students to share their results and discuss as a class if these results are feasible. * Ask the students if there should be an easier way to find the area of a circle? Move to the concrete activity above. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   * Use the rest of the rest of the independent practice and problem solving problems for independent practice. Pick the amount according to how much time is available. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| * Use quick check on page 443A in the Teacher’s Edition. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES) | |
| * Ability group the students based on the quick check and do the center activities on page 443B of the Teacher’s Edition. | |
| **HOMEWORK** | |
| * Select problems from the leveled homework pages found on page 443B of the Teacher’s Edition. | |